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ABSTRACT

A home-based Spanish literacy program for Spanish-speaking parents in Elgin, Illinois, which began as a project of the Elgin school district, is described. The program originated with a search for literacy instructional materials for this group. The curriculum was designed to focus on functional Spanish literacy and basic arithmetic skills, the needs expressed by the students. This report describes the organization and content of the literacy and arithmetic components, provides a scope and sequence of curriculum concepts in reading, writing, math, and English as a Second Language, discusses the student population, and describes the largely anecdotal approach to assessment. It is concluded that the program responded to a community need and was well received, and the hope is expressed that a similar program may be offered in the future for other Hispanic adults in need of native language literacy. Appended materials include the student pretest, Spanish-language registration and student information forms, and sample Spanish and math lessons. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ADULT SPANISH LITERACY
HOME ENGLISH LITERACY for PARENTS PROJECT

Margaret Dean, Instructor

September, 1989

Dennis Terdy, Project Director
Northwest Educational Cooperative
Des Plaines, IL

Adult Spanish Literacy

BEST COPY AVAILABLE

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Instructors: Margaret Dean and Teresa Uribe

Location: Elgin, IL

Instructional Timeframe: October, 1987-June, 1989

INTRODUCTION

In April, 1987, a dialogue began between Project H.E.L.P. (Home English Literacy for Parents) under the Northwest Educational Cooperative and a Bilingual special Project of Elgin School District U-46. This exchange concerned the need of native language literacy instruction for Hispanic adults, which had been repeatedly articulated by Elgin community members, of whom a significant number were U-46 Bilingual Program parents.

The following pages summarize the 2 year program which emerged from the 1987 meetings, and outline a curriculum guide of its content.

MATERIALS

Goals

This undertaking began as a search for Spanish literacy materials appropriate for classroom use with functionally monolingual Hispanic adults who were illiterate but orally fluent in their native language. The desired materials were to focus on concrete situations and emphasize survival vocabulary.

Search

During the materials search, most major language resource centers were contacted. These facilities included:

Clearinghouse on Adult Education
U.S. Department of Education
Washington, D.C. 20202

ERIC Clearinghouse on Adult, Career, and Vocational Education
Columbus, OH 43210

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
Washington, D.C. 20037

National Clearinghouse for Bilingual Education
Wheaton, MD 20901

None of the above had offerings on adult Spanish literacy appropriate to our students' needs.

It should be noted that there were references to a special category of Spanish literacy materials that target secondary and university students who have a measure of oral Spanish competence and seek to better or establish Spanish literacy. These students are both fluent and literate in English. The following works are significant for this category:

Espanol Escrito: Curso para Hispanohablantes Bilingues (Scribners, 1978) Valdes - Fallis and Teschener

Literatura y Arte (Holt, 1977) Copeland, Kite and Sandstadt

Contacts with State Adult Resource Centers brought information from the American Reading Council (ARC) in New York. This organization deals mainly with English as a Second Language (ESL) programs but has assisted groups in setting up Spanish literacy classes for adults. The ARC employs the methods of Paulo Freire in conjunction with an extensive language experience approach.[1]

The ARC methods complemented the second source of materials appropriate to the Elgin program which came from the National Institute for Adult Education, under the Secretary of Public Education in Mexico. Their *Rural Literacy Guide (Guia para la Alfabetizacion Rural)* contains 12 topic related, competency leveled texts.[2] Each book is based on a single word that is utilized for its syllable sounds (Freire) and combinations. Included in the set of materials is an arithmetic program that progresses from rudimentary addition through basic division. Teaching aids such as syllable and punctuation cards, and city and state name strips accompany the package. A large flip chart with pictures of literacy teachers interacting with their groups provides step by step teaching instructions.

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[1] For a succinct explanation of the Freire approach as employed by the ARC and the Mother's Reading Program in New York City, see "Effective Practice: Learning with Learners", by Maritiza Arristia, *Focus on Basics* World Education, April, 1986.

[2] See accompanying materials for example of student text no. 4.

CURRICULUM

Goal

The Elgin literacy program focused primarily on the expressed needs of its students. Its fundamental goal was to provide functional Spanish literacy and basic arithmetic skills to adult Hispanics.

Content - Literacy

As before mentioned, the methodology of Paulo Freire and materials from Mexico's National Institute for Adult Education together with student written materials formed the basis of the Elgin program.

Most students began the program without an understanding of sound-symbol relationships. The first objectives of instruction were to begin with the alphabet and conquer letter names and their sounds. This work was prefaced and continuously supported by class discussions of the reasons for, and uses of, reading and writing.

All class endeavors were related concretely to the students' needs and identity. A long list of unfamiliar letters can appear overwhelming to the student until personally important ones like the letters of one's name, children's names or those of their native town are singled out. This relevancy forms an interest bond and letters are quickly internalized, becoming like building blocks for a literacy structure. The accomplishment of being able to spell one's own name can inspire students to continue their study and increase their efforts.[3]

As letter names and sounds are mastered, students are able to generate a list of words that have like initial sounds. This soon gives way to word groups of like initial syllables such as "ma" - *masa, mapa, mama, mano, mande*, etc. Soon after this point, deciphering -- reading actually begins. Some students require only minimal instruction to improve their reading at an impressive rate.

The students themselves progressively provide a significant portion of their reading material. The teacher introduces a topic of general interest such as a recent holiday, time change, weather caused problems, favorite foods, etc. Students contribute sentences which are written on the board in a language experience story (see

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[3] Useful activities for this phase include short 5 to 6 letter dictations presented various times during class. With these, students keep track of their own proficiency level. Alphabet bingo is also helpful.

attached). This is copied and duplicated for them along with a combination of exercises. Vocabulary is extracted from each story and focused upon for its syllable composition. Sentences can be worked in strip type form and individual words recombined to create new phrases.

New students are worked into the class mainstream efficiently with the experience stories. Exercises based on the stories can be leveled so that a more advanced student completes a cloze set of sentences (A)[4] while another works on a discrimination group locating a target word among detractors (B[5] and C attached) and C attached).

Writing was a high level priority of our students. Many expressed the desire to write letters home to their families and friends. Initially manipulating a pencil could be a laborious and time consuming task. Nevertheless, from the first lesson, students were asked to copy letters from the board and were given sheets with letters to first trace and then copy.

Individual work on signatures, addresses and other personal information was emphasized and practiced. Homework in this area was encouraged and practice sheets often provided. It became apparent that mastery and home practice were closely related.

The School District U-46 forms (in Spanish) provided an important source of materials and a significant curriculum area.[6] These materials offered native language literacy practice, useful survival-type information and an opportunity to discuss the educational system from its most basic level. While deciphering the forms, the students naturally asked about why the information was requested and how it was used. Some misconceptions were put to rest and problem areas that did not pertain to the material at hand were also explored.

The majority of the class had children attending the local district. It became apparent when working on the required forms that the yearly registration process was considered to be a grueling experience. Basically, the students felt forced to publicly display that they were illiterate and show that they were unable to complete even the native language translations not to mention the regular English forms. Helpful bilingual assistants made this defeating ordeal at least

---

[4] (A) El día de _____ fue muy feliz. encontrarme
Comí _____ muy contento. gracias
Di gracias por _____ feliz. pavo

[5] (B) *pavo*

paso	sapo	pasa	pavo
pavo	pavo	vaso	poco

[6] See attached samples of some forms used: Student Information Form, Emergency Card and Health Service Information Letter.

manageable. But nevertheless, everyone recognized that only literacy was going to have a real impact on this problem.

Employment applications were of interest to many students. These forms opened up discussions on finding a job and interviewing tips. A list of rules or hints was easily generated with language experience techniques. The students felt participatory pride in contributing to the list.

Soon after ESL transitioning, job applications in English were presented. There was high interest and motivation in working with these forms. Students enjoyed the opportunity to practice responses to basic personal questions in English. There was a strong feeling that relevant progress was being made.

An additional source of Spanish literacy material that deserves mention is magazines such as *Vanidades* and *Geomundo*.[7] These monthly publications are quite different, one from the other, but both offered articles of interest to the class. The horoscope section of *Vanidades* was probably the first read and most discussed piece, yet the pictures of *Geomundo* motivated everyone to read their captions and more. Another feature of these and other monthly publications is that they offered a goal to the students. Everyone liked the thought of buying and enjoying these magazines and others like *Mecanica Popular*, *Hombre de Mundo*, and *Buenhogar*..

Content - Mathematics

When the class was first envisioned, no provisions were made to teach mathematics. Nevertheless, from the first session, it became evident that basic math would occupy an important place in our curriculum. At the point of beginning the class, only two of its first 10 members knew the number sequence from 1 to 100. One student had a vague understanding of carrying a tens marker from the unit column to the tens column in addition. No one understood borrowing in subtraction nor had any skill in multiplication or division. There was a strong desire on the part of 3 or more students to be able to figure out weekly wages based on the number of hours worked and rate of pay. Initially, one or two class members considered that type of "prediction" impossible. Fortunately, the class was able to reach the point of multiplication in its second year.

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[7] *Vanidades* is a very popular women's magazine with a variety of articles on the home, health, psychology, beauty, marriage, tourism, etc. *Geomundo* is much like *National Geographic* and has articles on wildlife, cultures, geographic areas, etc. plus beautiful pictures.

The thrust of all the mathematical instruction was toward finding answers to questions rather than performing arithmetic operations for their own sake.

A problem based foundation with various applications was set up before a mathematical operation was introduced. For example (for subtraction of 1 digit from 2 digits under 15):

- Tiene ud. $10 y gasta $8 por gasolina. Cuanto dinero le queda?
- Si compra ud. una docena (12) de manzanas y los ninos comen 5, Cuantas manzanas le quedan?
- Quiere ud. mudarse el 11 de este mes. Hoy es el 6. Cuantos dias le quedan para prepararse?

Basic facts were introduced with concrete objects. Boxes of pencils were convenient tools as were blank decks of white cards which could be arranged easily in counting groups. These same blank decks of cards became student-made flash cards that facilitated the memorization of basic facts. Students were encouraged to practice with these cards in pairs in class and also at home with age appropriate children.

Math worksheets were used in each class and also as homework assignments for the next session. One or two story type problems were presented as pre class exercises and immediately after break. Those students with lower math skills tended to show up earlier to class and abbreviate their break period in order to have extra time to solve the given problems.*

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* Brief number dictations also helped build beginning skills as did number bingo games. Other teacher resources:

  - "Arithmetic Step by Step", Continental Press (readiness -3), Duplication masters.
  - Coins and Bills, Developmental Learning Materials. Only the simulated bills were used while pennies, nickels, dimes, quarters, and half dollars each to equal $1.00 were brought in for student use. Direction slips were made up and students worked in pairs, one as "empleado" and the other "cliente". A direction slip might read, "Ud. tiene $10.00 y la cuenta dice $4.56. Cuanto recibe ud. de vuelto? Often, the slips were read to the students.

COMPETENCIES

The scope and sequence of the concepts included in the curriculum can be seen through a progression of skill competencies. The following outline points out the more important target skills in the areas of reading, writing, mathematics and ESL:

Reading

- Identify specific ways in which literacy will benefit life situations both personal and general community.
- Identify letters of the alphabet in both upper and lower case using letter discrimination exercises, upper-lower case matching, fill-ins, etc.
- Identify the vowels and their sounds in example words both given by instructor and from students
- Produce sounds of consonants in combination with vowels to begin phonetic breakdown of words.
- Develop familiarity with common consonant groups and basic words containing them. Master the letters of student's name and other personal information including children's names, addresses, etc.
- Contribute to and construct language experience compositions on topics of common interest, e.g., "The Reading Class", "This City", and different aspects of US life.
- Establish good word attack skills with phonetic breakdowns of words and use of context cues.
- Increase reading rate and put emphasis on meaning.
- Read and answer content based questions on level appropriate readers.
- Read selected excerpts from general interest, Spanish language magazines and discuss their content.

Writing

- Perform sufficient pre-writing exercises to prepare for beginning printing experience.
- Produce acceptable letter formation in upper and lower case on

worksheets as sound study progresses. Preface with trace type examples.

- Transition print into cursive style of writing.
- Demonstrate legible copying of all words written for class on blackboard.
- Accurately and legibly fill out forms such as school registration, medical forms, and job applications.
- Write answers to comprehension questions in complete sentences.
- Begin to compose brief notes to serve functional purposes such as: explain expected absence from work, excuse child from school, arrange a meeting with friend, write message to landlord about problem.
- Produce legible numbers 1-1000+ to include special presentation of time, money, and dates.

Math

- Identify numbers 1-100 and relate numbers to count items.
- Demonstrate and practice carrying a tens marker from unit column in 2 digit addition and borrowing from tens column in 2 digit subtraction.
- Master basic single and multi-digit addition and subtraction on the basis of story problem situations rather than isolated computations.
- Relate coins and bills to their appropriate values and initiate the process of making change.
- Explore the different coin change equivalents of one dollar.
- Accurately identify whole numbers into 1,000s.
- Determine appropriate problem solving tactics to questions requiring one step solutions.
- Identify reasonable estimates of problem answers.
- Accurately make change for bills of $20, $10, $5, and $1 denominations. Demonstrate "count back" technique.
- Master the conceptual basis for basic multiplication and division and begin a memorization of facts.

- Identify common fractions and perform basic addition and subtraction of them.

- Demonstrate calculator literacy in areas of addition, subtraction, multiplication and division.

ESL

- Present basic personal information in response to appropriate questions.

- Appropriately handle a vocabulary pertaining to family clothing, health, and physical appearance.

- Demonstrate receptive and oral command of basic numbers including simple fractions and time.

- Ask for clarification to misunderstood information and request information about location, time, appearance and manner.

- Comprehend and give single step directions: e.g., left-right, up-down, including prepositional relationships.

- Accurately name and count money and make change.

- Demonstrate language needed to use public transportation.

- Identify units of measure -- linear (inches, centimeters, etc.) and volume (pt., qt., etc.) and demonstrate their application.

- Appropriately utilize vocabulary necessary to basic mathematical operations (addition, multiplication, division, etc.).

STUDENTS

An interesting aspect of the Elgin program was the similarity among students. A general profile quickly emerged even at the beginning of classes. Students reluctantly yet frequently mentioned a lack of any formal education due to economic, geographic, or family circumstances. Almost all students had a history of repeated, unsuccessful enrollments in ESL classes. Some individuals had begun as many as 4 different programs in the last 5 to 8 years only to withdraw after a few frustrating weeks or months. The reason for the withdrawal was not the ESL classes but the students' inability to keep pace with other classmates.

There was a noticeable optimism among the class members concerning their ability to become literate in Spanish. As their skills

strengthened and confidence spread, conversations also began about the various ESL programs in the area. Teachers were asked for information about their schedules. Even recent District U-46 offerings in Spanish assisted GED classes were discussed as a topic of interest.

For those students who achieved functional literacy and expressed a desire to transition into an ESL class, some special instruction was arranged. When appropriate, the class spent a portion of each session divided into ESL and Spanish literacy groups. After having been unsuccessful in numerous ESL situations, it seemed imperative to give those students a "headstart" in English. This served as an important confidence builder. The Total Physical Approach (TPR) of James Asher was used and well received by the group. Some very basic English literacy also followed in language experience stories. Using the same approach for English as well as Spanish literacy proved to be very effective. Possibly some of the initial incomprehensibility often experienced by low level readers was held to a minimum while the familiar decoding process maintained focus.

A small number of students (4) who participated in the Elgin H.E.L.P. program demonstrated a higher than anticipated level of initial difficulty in the class. An educational evaluation was performed on 3 of these individuals by a bilingual diagnostician (see attached evaluations). Recommendations were made to better assist them with their studies and some improvement was seen.

Amnesty

During the final 4 months of the program an amnesty component was added. Eight students who had achieved native language literacy transitioned into ESL and under the auspices of the Elgin Community College, gained the required 40 hours of accredited class time to fulfill the requirements for a Certificate of Satisfactory Pursuit. It was difficult to judge who was most proud of this achievement, the students or their teachers.

ASSESSMENT

Since the Elgin H.E.L.P. program was designed for a specific need -- native language literacy -- it was necessary to screen for need appropriate students. At times, literate friends or relatives of participating students wanted to attend in order to better math skills or improve their writing. Unfortunately, their previous education and proficiency level was usually much beyond the majority of the class. They were referred to ESL and GED programs when appropriate.

The registration process was such that an evaluative interview could be included. At times the student's general apprehension prohibited

this in the first class and it was completed after initial adjustments were made. Abilities noted in this exercise were: the knowledge and formation of letters and numbers as in writing and spelling name, etc. and writing and or copying a series of numbers.

Achievement assessment was done partly on an anecdotal basis. Individual files were kept of examples of student work sheets, and math tests along with classroom observations. Progress, needs and performance levels were kept to aid teachers in best directing the students. Sometimes this material was used to demonstrate to an individual that they had mastered the material and should reach out into more challenging areas.

COMMENTS

The Elgin experience in native language literacy was rewarding and successful. It responded to a community need and was well received. There still remains a significant and possibly growing number of Hispanic adults with little or no formal education who could benefit from native language literacy. Hopefully a similar program will be offered again for these community members. In addition to reading, writing and basic mathematics a program of this type offers a positive orientation to education. Our students learned that they could learn and they did.

Bibliography

[1] Brown, Cynthia, *Literacy in 30 hours, Paulo Freire's Process in Northeast Brazil.* London: Writers and Readers Publishing cooperative, 1975

[2] Freire, Paulo, *Education for Critical Consciousness.* New York: The Sealbury Press, 1973

[3] _____, *Pedagogy in Process,* New York: The Sealbury Press, 1978

[4] Instituto National para la Educacion de los Adultos, Mexico. *Guia para la Alfabetizacion Rural.*, Secretaria de Educacion, Pública, Mexico, D.F. Marzo 1987.

APPENDIX

INTAKE FORM

(pre test)

Projecto H.E.L.P.
Matricula del Estudiante

Nombre _____ _____
Nombre Apellido

_____ _____ _____
Dirección Estado Zip

_____
Ciudad

Teléfono _____

Fecha de Nacimiento _____ Ciudad y país de nacimiento _____

Informacion sobre los ninos

Nombre	edad	Nombre de la escuela
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

¿Désde cuándo vive usted en los E.E.U.U? _____
¿Cuántos años de escuela tiene usted? _____ años
primaria _____ años
secundaria _____ años
¿dónde? _____

¿Trabaja usted? _____
¿Dónde? _____

SCHOOL RELATED INFORMATION

Aviso Médico _____ Fecha de nacimiento. ____ _____

DISTRITO ESCOLAR U-46

REGISTRO DE EMERGENCIA

(PRIMARIA)

El objeto de este registro es dar poder a la escuela a llamar personas interesadas en el caso de un accidente o enfermedad. Es necesario contestar cada blanco. Favor de devolverlo a la escuela.

Nombre del niño _____ Grado _____

Dirección _____ Teléfono en casa _____

Teléfono del vecino si no lo tiene _____

Nombre del padre _____ Nombre de la madre _____

Lugar de empleo-Padre _____ Teléfono donde trabaja _____

Lugar de empleo-Madre _____ Teléfono donde trabaja _____

Médico (quien se puede llamar inmediatamente) _____ Teléfono _____

Hospital preferido _____

Nombre un pariente o amigo que puede cuidar el niño si es necesario _____

_____

Dirección _____ Teléfono _____

¿Si no podemos llamar a los padres ni al médico podemos, si es necesario, llamar otro médico o llevar el niño al hospital a su costo? Si _____ No _____ (Por favor note: Esto no da permiso para tratamiento médico).

Firma del Padre/Tutor _____

Parentesco _____

NOTE: Copies of this card should be kept accessible in the office; the nurse's office and the P.E. office.

10-10-0310-02

FN 4

SCHOOL DISTRICT U-46
STUDENT INFORMATION FORM

INFORMACION PERSONAL DEL ALUMNO

APELLIDO | PRIMER NOMBRE | SEXO (M / F) | MES | DIA | AÑO | GRADO
FECHA DE NACIMIENTO

NUMERO | N/E/S/W | CALLE | RR NO | BOX. NO | APT. NO.

CIUDAD | ESTADO | ZIP CODE | AREA CODE | TELEFONO | PRIVADO-U

CIUDAD DE NACIMIENTO | CONDADO | ESTADO | NACION | ETNICA

ETNICA
1. NEGRO
2. BLANCO
3. INDIO AMERICANO/ ALASQUEÑO
4. ASIATICO/ISLEÑO DEL PACIFICO
5. HISPANO

FECHA DE ENTRADA PARA TODOS LOS ALUMNOS NACIDOS EN EL EXTRANJERO _____ REFUGIADO [ ] S-SI [ ] N-NO

PADRE/GUARDIAN CON QUIEN RESIDE EL ALUMNO

SR.
SR. Y SRA.
SRA.
SRTA.
OTRO

NOMBRE DEL PADRE/GUARDIAN
PRIMER NOMBRE | APELLIDO | PARENTESCO | AREA CODE | TELEFONO DEL TRABAJO DEL PADRE

1. PADRE
2. GUARDIAN
3. CUSTODIA UNIDA
4. PADRE ADOPTIVO

NOMBRE DE LA MADRE/GUARDIAN
PRIMER NOMBRE | APELLIDO | PARENTESCO | AREA CODE | TELEFONO DEL TRABAJO DE LA MADRE

INFORMACION AUXILIAR

SI UNO DE LOS PADRES QUE NO VIVE CON ESTE ALUMNO PIDE QUE SE LE ENVIE INFORMACION A EL/ELLA POR CORREO, POR FAVOR COMPLETE.

PRIMER NOMBRE | APELLIDO | AREA CODE | TELEFONO DE LA CASA

NUMERO | N/E/S/W | CALLE | AREA CODE | TELEFONO DEL TRABAJO

CIUDAD | ESTADO | ZIP CODE

ULTIMA ESCUELA A LA CUAL ASISTIO _____ FECHA DE ENTRADA _____

NUMERO DE LA CASA _____ NOMBRE DE LA CALLE _____

CIUDAD _____ ESTADO _____ ZIP CODE _____ FECHA DE SALIDA _____

HA ASISTIDO EL ALUMNO A UNA ESCUELA EN U46 NO _____ SI _____ FECHA MAS RECIENTE _____

POR FAVOR COMPLETE LA SECCION AL REVERSO

OFFICE USE ONLY

[ ]

1. PREVIOUSLY ATTENDED U-46
2. CURRENT TRANSFER IN FROM U-46 SCHOOL
3. NEW TO U-46
4. DROP/TRANSFER OUT
5. CHANGE DATA

ATTENDING SCHOOL | HOME SCHOOL | 1. IN DISTRICT 2. OUT OF DISTRICT | ARRIVAL | DEPARTURE | BUS RUN | BUS STOP | LANGUAGE CODE

LOCKER NO | HOME ROOM | COUNSELOR | CODE

STUDENT ID NO. | DATE/ENTERED/DROPPED | LOCKER COMBINATION | BIRTH CERTIFICATE NUMBER

NO. 10-10-0800-02 (Revised 6/87)

DISTRITO ESCOLAR U-46
Elgin, Illinois

Servicio de Salud (Physical letter/Spanish)

Estimado Padre o Tutor:

La ley del Estado de Illinois requiere exámen físico y las vacunas necesarias para todos los estudiantes antes o inmediatamente después de entrar al Kinder, Quinto y Noveno Grado. Estudiantes de educación especial deben tener un exámen físico a las edades de 5, 10 y 14. Un record escrito de exámen físico, en el formulario aprobado por el estado, firmado por un médico, y las fechas exactas de las vacunas, deben entregarse el día de inscripción.

SIN CUMPLIR LOS REQUISITOS EL ALUMNO NO SE ADMITIRA A LA ESCUELA.

Los nuevos alumnos en el distrito tienan 6 semanas para cumplir con estos requisitos, SI NO CUMPLE CON LOS REQUISITOS EL ALUMNO SERA EXPULSADO DE LA ESCUELA.
Las inmunizaciones requeridas son:

A. Kinder - los alumnos deben enseñar fechas exactas para Difteria, Tétano, Pertussis (tosferina), Polio, Sarampión, Rubella, y Paperas.

B. Quinto Grado - No necesitan refuerzo si cumplieron con los requisitos de Kinder.

C. Noveno Grado - Un refuerzo para Difteria y Tétano.

No se requiere pero se recomienda una visita a l dentista.

Por favor haga la cita lo más pronto posible. Doctores del área y las escuelas tienen copias del formulario aprobadas por el estado para el exámen físico. Si tiene alguna preguanta, por favor hable con la enfermera de su escuela o a la oficina de Salud.

Gracias por su cooperación en este asunto.

INMUNIZACIONES GRATIS
Para todos alumnos de U-46

4° lunes de cada mes
5:30 P.M. - 7:30 P.M.

TEFFT MIDDLE SCHOOL
Irving Park Rd., Streamwood
No se necesita cita
Padre debe acompañar el niño
Dept. de salud del Condado de Cook

EXAMENES FISICOS E INMUNIZACIONES

Elgin Well Child Conference
Solamente para familias cuyos sueldos son de nivel bajo
309 Ryerson Avenue
Elgin, Illinois 60120
Telefono: 741-7370 para hacer cita

Dolores Houden R.N.
Dolores Houden, R.N.
Supervisora de Enfermeras

Richard Wiggall
Richard Wiggall
Superintendente de Escuelas

2/87
#10-30-0350-02

LANGUAGE EXPERIENCE LESSONS

(Samples)

El Día de Gracias

El Día de Gracias fue muy feliz.
Di gracias por encontrarme feliz.
Cociné un pavo para festejar con toda mi familia.
Comí pavo muy contento.
Pasamos platicando y comiendo.
En total fue un día muy feliz.

familia	semilla	mesa
fama	milla	masa
fumo	silla	moso
lio	sofá	se
fe	sello	si
me	llama	su
mi	misa	sumo

p.4

I Mi cocina

Me gusta comer pavo.
Como enchiladas en mi casa.
Cuando llego a casa como pavo.

pavo	buñuelos	enchiladas
posole	chiles rellenos	cerveza
mole	tacos	pollo
sopes	quesadillas	torta

II Mi comida favorita es sopes y enchiladas.
En mi casa guiso una gallina en barbique.
Los invito a mis amigos a mi casa a comer.

III mañana	masa	misa
dado	mesa	musa
soda	moño	mamá
suma	sano	mima
decidí	nido	

IV -11	-5	-17
20	2,300	32,600
40	3,401	54,070
180	7,500	83,082
345	9,004	30,431
550	10,001	
505	22,050	

La Primavera

primavera	tomates
bonita	chiles
maiz	cilantro

La primavera es muy bonita.

Siembran maiz, tomates, chiles, cilantro y calabaza.

La hora

Es la una	1:00	Son las tres y cuarto	3:15
Son las dos	2:00	Son las cuatro y media	4:30

Sumar	9	18	17	15	22	36
	+1	+2	+9	+18	+17	+25

Restar	6	19	32	46	37	44
	-4	-8	-4	-11	-15	-27

MATH LESSONS

(Sample Problems)

SUMAR

54 +33	476 +61	320 +107	250 +120
75 +55	60 +40	857 +435	975 +655
283 +65	46 +39	51 +37	42 +16
123 +101	477 +235	888 +636	766 +415
755 +407	631 +425	666 +255	733 +395

RESTAR

47 -33	45 -31	67 -16	30 -17
701 -659	502 -201		

FN?

NOMBRE _____

Calcula las respuestas.

Cuidado con el signo!

8	15	9	22	48
+19	+8	+26	+8	+59
____	____	____	____	____
85	92	59	33	77
+20	+9	+24	+66	+40
____	____	____	____	____
105	120	145	100	110
+4	+8	+3	+13	+17
____	____	____	____	____

10	12	20	20	20
−6	−6	−6	−16	−10
____	____	____	____	____
14	13	12	20	30
−7	−6	−8	−5	−7
____	____	____	____	____